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ABSTRACT

Designed as a channel for communication among City University of New York faculty regarding initiatives to reduce attrition and promote student success, this publication contains articles on student development, counseling and student services, and academic support. Following an introduction by Anthony F. Russo, the following articles are presented: (1) "Accommodating Cultural and Ethnic Difference in Counseling: A Training Note," by Samuel D. Johnson, Jr.; (2) "Early Attrition Project," by Otis Hill, which describes a counseling intervention tested at Kingsborough Community College (KCC) with students who had missed three consecutive class sessions; (3) "The LaGuardia Mentoring Project: Faculty and Staff as Voluntary Mentors To Increase Student Persistence among High Risk Freshmen," by Jon Saul and Joseph Sclafani; (4) "Student to Student Approach to Retention," by Marilyn Chernin and Angelo D. Pappagallo, which describes a KCC program in which freshmen in remedial English classes were visited by student leaders to encourage their participation in campus-wide student activities; (5) "New Start: A Program for Students Dismissed from Senior Colleges," by Anne Winchell; (6) "ESL Academic Support Center," by Isabella Caruso, which highlights the academic advisement services, informality, team approach, departmental outreach, and newsletter of KCC's ESL Academic Support Center; and (7) "The Battle between ESL Instruction and Bilingual Education," a commentary by Richard Graf. An introductory statement about the journal by Anthony F. Russo is also provided (AYC)

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Ideas TOGETHER

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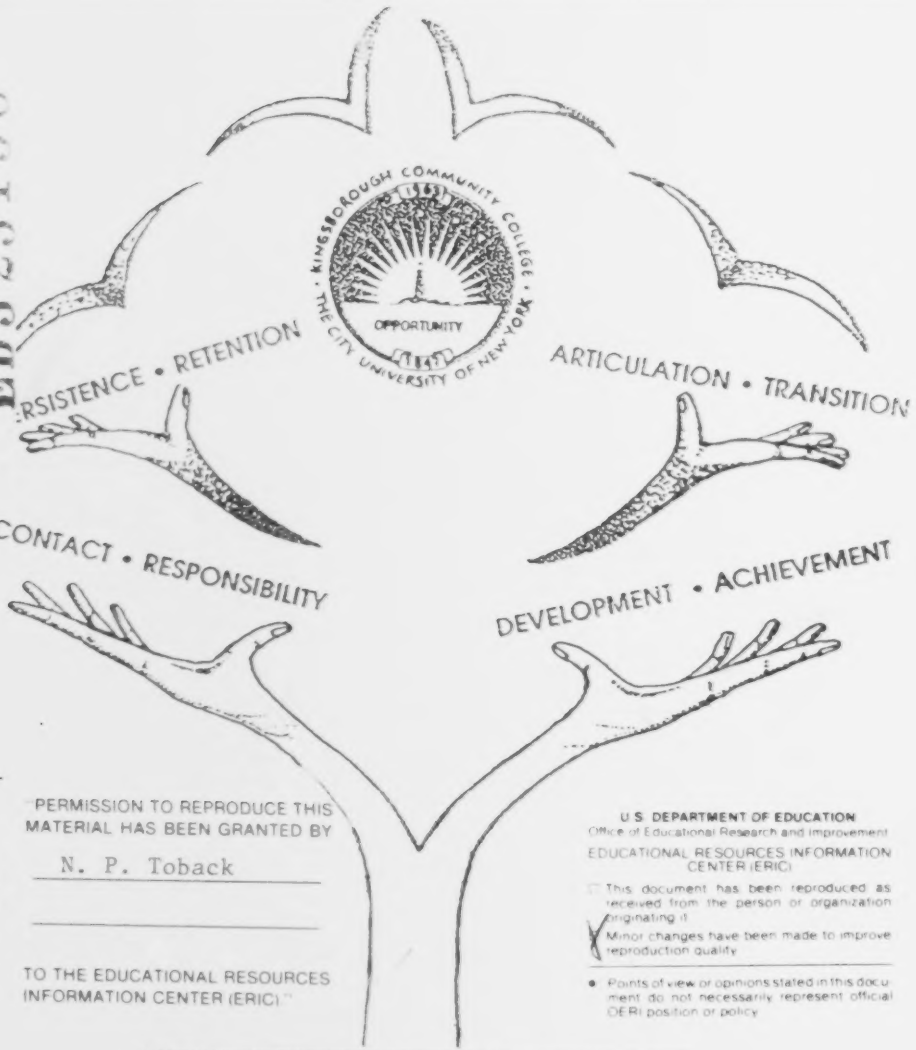

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ASSURING STUDENT SUCCESS

Norman P. Toback

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Ideas **TOGETHER** was established as a channel for communication among faculty involved in the promotion of initiatives to reduce attrition and increase student success.

The opinions expressed in this periodical are those of the authors and do not reflect the institutional philosophy of any of the participating institutions.

Ideas **TOGETHER** is a publication of the Institute for Development of Enrollment, Advancement and Student Success{I.D.E.A.S.} Conceived and inspired by Anthony F. Russo, Dean of Students, Kingsborough Community College CUNY

Ideas

TOGETHER

Volume 1
Number 1
Fall, 1988

Guidelines For Authors

TOGETHER invites manuscripts directed to the common interests of student affairs generalists who have broad responsibility for student development and retention, administrative and professional leadership, and support services for student leadership and success. Particularly welcome is stimulating writing dealing with a) current professional and academic issues, b) research reports of significance, c) critical integration of published research and innovation, and d) the application of techniques, practices and programs to deal with attrition, retention, and student persistence and achievement.

Articles on specialized topics should be written so as to provide the generalist an understanding of the importance of the program to student success; such as an article should not take the form of a program specialist writing to program specialist. All material should communicate ideas clearly and interestingly to a readership composed mainly of practitioners.

TOGETHER is not primarily a research journal in the specialized sense, although we welcome articles based on research and written for the generalist. Research should stress the underlying issues or problems that stimulated the research, treat the methodology concisely, and most importantly, should offer a full discussion of the results, implications and conclusion. We encourage the submission of the thoughtful essay, statements of position and historical overviews.

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2. Send the original and three copies of the manuscript to the editor.
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4. Double space all portions of the manuscript including references, tables, figures and quotations. Leave generous margins (at least an inch) on each page.
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6. Do not use footnotes; incorporate the information into the text.
7. Use the APA reference style, listing only references cited in the text.
8. Use the active voice to the largest extent possible.
9. Check subject and verb agreement. Use verb tense appropriately. Proofread your manuscript before submission.
10. Manuscripts should not exceed 2,000 words (approximately 8 pages of double-spaced typewritten copy including references, tables and figures). Letters to the editor should be under 300 words. Those accepted for publication may be edited or abridged.
11. Submit only those manuscripts not under consideration by another journal.
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Ideas
TOGETHER

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Advancing Student Development Support Services and Co-Curricular Participation: TOGETHER!

That Open Enrollment has remained viable since 1970 and continues to reach out to include the emerging needs of new constituencies, is in great measure a result of an ongoing and concurrent reinforcement of the academic process via student outreach and development programs, special needs counseling and support services, basic skills resource centers, co-curricular activities/participation, and a consensual approach to educational processes by all members of the college community.

The true value of open enrollment lies not only in providing opportunities for students to aspire to and pursue higher educational goals and self fulfillment. It must be measured by the quality of our commitment to assist them to persist in their efforts to achieve and to learn more about their skills, interests, competencies and abilities, as well as the community and society in which they live. Such discoveries could very well lead to a rethinking of life's meaning, values and intellectual career satisfaction. Individual assessment and alternative counseling can ensure meaningful career redirection, which is so essential to help students achieve their goals, and be successful as worthy citizens in the community at large.

This publication is a conduit for bringing together the perspectives, ideas, procedures, expectations, aspirations and results of program initiatives to promote student: recognition (outreach), retention (persistence), and redirection (career alternatives).

There is a plethora of programs and methods within the City University of New York to strengthen the quality of student recognition, retention and redirection. Some of them have been more successful than others. Some have been proven to be more successful under certain circumstances than others. The measure of our continued success is in learning from each other, teaching each other, discussing with one another and doing whatever possible to contact and intervene with students to help themselves to achieve.

Anthony F. Russo
Dean of Students, Kingsborough Community College

Accommodating Cultural and Ethnic Difference in Counseling: A Training Note

Samuel D. Johnson Jr.

Accommodating the diversity of ethnic and cultural backgrounds that embody today's urban college student populations is creating a new set of demands for counselors in college settings. Counseling Center staff, and counselors in other college service settings are all challenged to bring their professional practices more closely in line with the demands of providing psychologically appropriate and culturally relevant services to ethnic and immigrant groups within the American society. This training note will outline some of the potential shifts in the conduct of counseling interventions with culturally diverse populations. The recommendations made can be thought of as either objectives for the training of counselors or as goals for practice and the delivery of services. Achieving any of them is of course dependent upon the ability of counselors and student service practitioners to actualize them.

a. Counseling in a multicultural environment demands practitioners who are capable of valuing diversity and heterogeneity as a basic tenet of their approach to counseling practice.

b. Effective cross cultural counseling implies a shift in the objectives of interventions from the deficit based notion of assimilation to the multiculturally based idea of acculturation or cultural expertise.

c. The primary task of the cross cultural counselor is idiographic in nature, requiring the construction of a culturally relevant and psychologically appropriate model of the client and his/her perception of his/her experience.

d .Effective intercultural counseling will require counselors that are equally effective at intrapsychic as well as extrapsychic intervention strategies in the service of their clients and their communities.

e. Effective counseling practice implies the capacity to be of useful service to clients of a wide variety ethnic, cultural and socio-economic backgrounds. Counseling and clinical psychology education programs bear the responsibility of responding to this agenda through the provision of culturally relevant training experiences for all students in pre-professional programs.

What is implied in the emergent multicultural approach is that counseling has the capacity to be freed from its culturally linked constraints by counselors and counselors educators who are culturally sensitive, competent, and creative. Actualizing the multicultural paradigm through training is the next logical step in the process of increasing the effectiveness of counselors and student personnel workers in practice with culturally diverse populations. Until such steps are taken, most helping professionals will continue to be a loosely organized group of specialists, most of whom have to rely on a single method of intervention in serving an increasingly diverse population of potential clients. The costs to our profession's credibility are too much to continue to pay.

Dr. Samuel D. Johnson Jr. is the Dean of Students Baruch College CUNY.

Early Attrition Project

Otis Hill

Method

The Early Absence Follow-Up Program was begun at Kingsborough Community College during the Spring 1986 semester. This pilot project was begun initially to provide a counseling intervention into the problems of attrition and related areas that prohibit expected academic progress.

During the first three weeks of the semester, faculty members are asked to complete forms indicating which of their students have been unaccountably absent for three or more consecutive sessions. The reported students are notified immediately by the Dean of Students Office, and asked to see their assigned counselor. The assigned counselor, after consultation with the student about the reported inconsistent attendance pattern, then submits a follow-up report to the Dean of Students Office. A second follow-up request for referral forms from instructors occurs during weeks six and seven as a catch all for the students that develop an absentee pattern after the original deadline. A telephone follow-up by evening counselors to non-respondents is a significant part of the program's effectiveness.

The third semester of the Early Absence Follow-up Program for the Spring 1987 semester was begun on March 5th, when forms were sent to Departments for distribution to faculty.

During the Spring '87 semester faculty were again asked to report excessively absent students to the Office of the Dean of Students on or before March 24th. Some 208 faculty members reported 955 students of which 761 were actually enrolled in the reported courses. This total included a follow-up request submitted during week six and seven as a catch all for those that developed an absentee pattern after the original deadline. Faculty members were asked to again report students with three or more unaccountable absences. The reported students were contacted by mail and asked to inform their assigned counselor about the status of their attendance. Counselors, as before, were asked to complete the follow-up forms and return them to the Office of the Dean of Students.

Discussion

From the combined Spring - Summer '87 enrollment figure of 14,923 total of 2,648 grades of WU were received by 1,353 students (see table I). These figures reflect 9.06% of the population receiving at least one grade of WU during these

Dr. Otis Hill is the Assistant Dean of Students Kingsborough Community College CUNY.

combined semesters. Ones' first look at Table I does not reveal a lot about the efforts of the Department at curtailing attrition. Further evidence is necessary.

During the Fall '85 - Winter '86 semesters 10.64% of the student population, 1,634 students, received WU grades. This was the semester prior to the introduction of the program and is used as a predictor.

During the Spring - Summer '86 semester, the first semester of the Early Attrition Program, only 7.76% of the student population received grades of WU. This same swing is seen when the Fall '86 - Winter '87 semester is compared to the Spring - Summer '87 module, i.e. Fall '86 - Winter '87, 10.13%, Spring - Summer '87, 9.06%. This peak and valley effect when comparing Fall - Winter to Spring - Summer is probably reflective of several things:

1) The increased number of freshmen (new) students in the fall as opposed to the Spring, and thus greater susceptibility to a punitive grade.
2) The number of repeated, (courses previously failed or officially withdrawn from), courses taken in the Spring-Summer semesters.
3) Increased student familiarity and a sense of easement, "bonding" with the institution during the Spring semester.

A review of Table II provides insight into the effectiveness of the program to date. During Spring - Summer '86 some 1,564 students should have received grades of WU, however, only 1,141 students received WU grades. This group of students received a total of 2,489 WU grades, 86 less than predicted.

In Fall '86 - Winter '87, 1,790 students should have received grades of WU, however, 1,704 or 86 fewer than predicted, received WU's. This group received a total of 2,786 grades of WU, or 163 fewer than predicted.

During Spring - Summer '87, 1,712 students should have received WU grades. The actual number of students receiving WU's were 1,353, or 359 fewer than predicted.

Since this report was originally prepared, Tables I and II have been expanded to include statistics form the Fall '87 - Summer '88academic year. These figures continue top show a decrease in the number of students receiving WU grades. The Fall '87 - Winter '88 figures break the single digit column for the first time during the Fall - Winter module since the program's inception.

Table III provides an area breakdown of where, (Depts./courses) WU grades were received. The Business area, (16%) closely followed by the English (14%), Behavioral Sciences (13%0, Biology and Art, (12% each) were the predictable areas where 67% of the WU grades were received. Fisheries and Marine Technology, Student Development, Travel & Tourism and Secretarial Science were the areas with

the least amount (7.03% combined) of WU grades.

Figures I and II are extrapolations from Table I and are self explanatory. Since the inception of the project the percentage of WU's received by students has consistently remained lower than the percentage received in the semester prior to its origin. Also, the project has often helped to facilitate contact between the student, the counselor and the instructor. This contact has also provided the student with a clearer sense of direction and a source of "affiliation" with the institution.

Results

The most significant factor in the whole process has been an approximately (including appeals) 35% decrease in the number of WU-WF grades received, as well as a 31% decrease in the number of students receiving WU grades. (Fox notes that a particularly interesting indicator of impending attrition is directly related to students who receive such a grade). 2

The program has had the positive effect of serving as an attendance monitor, and has often introduced the counselor to other problems of which non-attendance is a secondary result. (Sheffield and Meskill believe that attendance and behavior patterns exhibited by students during the first week of the semester are critical determinates of a student's academic success or failure). 5

This kind of intrusion by the Institution, especially for new students, is an important step in the overall scheme of identification with and thus retention of students by the college. (Haverkos states, "The single most important factor in an early warning system is some type of "search and rescue" team responding to early notification of students non-attendance in class"). 3

This program is an effort to strengthen that bond, and it has helped curb penalty grades related to early semester attrition problems. (Astin suggests that the strongest bond to an institution is formed through a constant interaction of students and faculty). 1

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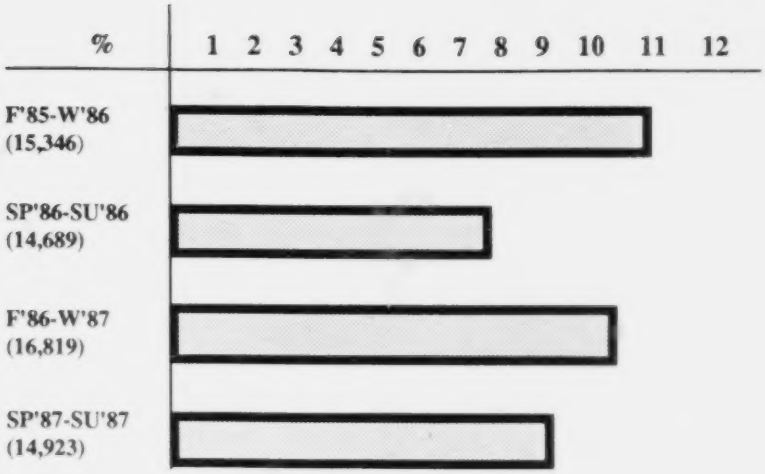

FIGURE 1. Sampling distribution, by percentage, of WU grades.

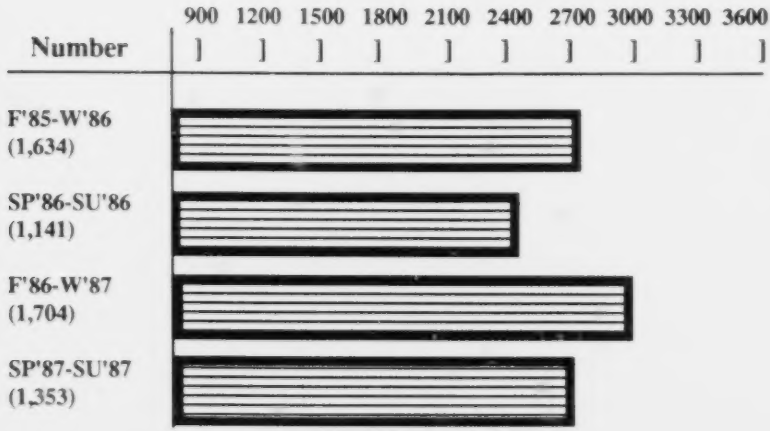

FIGURE 2. Sampling distribution, by number, of WU grades.

TABLE I

Fall 1985-Summer 1988

SEMESTER	*NO. OF STUDENTS RECEIVING WU'S*	*NO. OF WU GRADES RECEIVED*
F '85-W'86	1,634	2,691
SP'86-SU'86	1,141	2,489
F'86-W'87	1,704	2,786
SP'87-SU'87	1,353	2,648
F'87-W'88	1,425	2,720
SP'88-SU'88	1,139	2,019

TABLE II

Fall 1985-Summer 1988

SEMESTER	*ENROLLMENT*	*PREDICTED NO. OF STUDENTS RECEIVING WU'S*	*ACTUAL NO. OF STUDENTS RECEIVING WU'S*
F'85-W'86	15,346	1,634	2,691 (1,057)
SP'86-SU'86	14,689	1,564	1,141 (-423)
F'86-W'87	16,819	1,790	1,704 (-86)
SP'87-SU'87	14,923	1,712	1,353 (-359)
F'87-W'88	15,376	1,637	1,425 (-212)
SP'88-SU'88	13,027	1,372	1,139 (-233)

TOTAL STUDENT POPULATION	*TOTAL % OF STUDENT RECEIVING WU'S*	*TOTAL NO. POPULATION CREDITS & EQUATED CREDITS ATTEMPTED*
15,346	10.64%	142,687
14,689	7.76%	126,430
16,819	10.13%	140,618
14,923	9.06%	122,127
15,376	9.26%	131,361
13,027	8.73%	122,593

PREDICTED NO. OF WU GRADES	*ACTUAL NO. OF WU GRADES*	*PREDICTED % OF POPULATION RECEIVING WU's*	*ACTUAL % OF POPULATION RECEIVING WU'S*
2,691	2,691	10.64%	10.64%
2,575	2,489 (-86)	10.64%	7.76% (-2.88)
2,949	2,786 (-163)	10.64%	10.13% (-.51)
2,616	2,648 (+32)	10.64%	9.06% (-1.58)
2,694	2,720 (+26)	10.65%	9.26% (-1.39)
2,260	2,019 (-241)	10.65%	8.73% (-1.92)

TABLE III

STATISTICAL SUMMARY OF SPRING 1987 SUMMARY 1987 WU'S

Total number of students receiving WU's - 1,353 (Spring 998 - Summer 355)

Total number of WU grades - 2,648 (Spring 2,315 - Summer 333)

		No. of WU's by Group	% of Total No.
I.	Art Music Speech & Theatre	324	12%
II.	Foreign Language	61	2%
III.	Philosophy Political Science History	215	8%
IV.	Psychology Mental Health Sociology	346	13%
V.	Biology Computer Science Data Processing Math Physical Science	324	12%
VI.	Business	446	16%
VII.	English	391	14%
VIII.	Phys. Ed. & Rec.	291	10%
IX.	Nursing	18	.06%
X.	Secretarial Science	105	3%
XI.	Travel & Tourism	32	1%
XII.	Student Development	85	3%
XIII.	Fisheries & Marine Tech.	10	.03%

The LaGuardia Mentoring Project: Faculty and Staff As Voluntary Mentors To Increase Student Persistence Among High Risk Freshmen

Jon Saul and Joseph Sclafani

The LaGuardia Mentoring Project is a voluntary program involving over 140 faculty and staff members and more than 350 students, geared towards improving the retention of certain "high risk" freshmen. The goals of the Project are to increase student retention, enhance student academic performance and improve the overall quality of the educational experience at LaGuardia.

Defining "high risk" at CUNY is not easy task. Attrition is high among all groups of students. A cross tabulation of admissions records, college academic records, financial aid records and demographic data, however, has revealed that, at LaGuardia, students admitted to the college during the last phases of the admissions process have a markedly lower retention rate than the average of students admitted in earlier phases (50% as compared with 67%). In fact, the retention rate of "direct admits" is 50%. Simply put, three out of every four students who are accepted to the college in February for the coming Fall (and who actually register) stay in school for at least one year. In comparison, only two out of four of our last admitted students will remain in school for at least one year.

These late admits formed the target group for the pilot year of the Project because we believed that we had something to offer them that could help them stay in school. We knew that the academic profile of these students did not differ radically from their peers: their High School Averages or G.E.D. scores form the same broad spectrum as their peers who apply earlier; they earn G.P.A.'s in the same ranges; they represent every academic major and earn placement test scores at all levels. But we also knew that these "late admits' did not benefit from the New Student Orientation which is provided to all other incoming students from February through June or July each year. And we knew that these students did not have the lead time of several months to think about their new role as college students. And we knew that they did not have the luxury of time to make necessary new arrangements in their work and domestic lives.

Therefore, our working hypothesis became "that the comparably high attrition rate among these students is related to their ability to successfully integrate the roles, tasks, and responsibilities of college students into their existing personal and/or

Jon Saul and Joseph Sclafani were Director and Assistant Director {respectively} of the Mentoring Project at LaGuardia Community College CUNY

professional schemata in the relatively short period between late admission (post August 15) and the actual start of classes (circa September 21)". And the operating premise of the Project became "that students will benefit from increased interaction with faculty and staff: as students become exposed to the wisdom and collective knowledge of the mentors, they will be able to draw upon the strengths of the mentor to help gain confidence in themselves and the institution and to take responsibility for their academic careers". The success of the Program, the extent of this maturation, is dependent upon the quality of the one-to-one relationships established between the mentors and their proteges. This is the key to the entire Program. Mentors were recruited from all ranks of the faculty and staff. Leafing through the Directory of Mentors, one finds 6 faculty from Continuing Education, 6 from the Registrar's Office; and so on. One of the important reasons for such widespread support for the Program was the role of the President of LaGuardia, Dr. Joseph Shenker, who proposed the concept originally, supported the Program throughout the first year with staff and funding, and who volunteered as a mentor himself. Nevertheless, one should not get the idea that this Program was mandated "from the top". There was no arm twisting, no "hard sell" and no pressure on faculty and staff to volunteer. Notices went out in the college mail, a few announcements were made at faculty meetings, and the volunteers came pouring in. Perhaps this is an indication of the need for such programs, which reach out to the students directly, on a one-to-one basis, and which directly address students' specific identifiable needs.

How Does the Program Work?

Each quarter, after New Student Registration, mentors receive an information packet about their three student proteges. Mentors are expected to contact their students as soon as possible, preferably during the first week of regular classes. Throughout the quarter, mentors should contact their students at least once a week. This will enable them to stay in touch with what is happening in the students' lives, whether they can help them and when a referral is appropriate. It is left up to each mentor to decide whether this regular contact should be in person or by telephone. Of course, one of the earliest contacts should be an in-person meeting.

It is helpful to keep in mind that the majority of the student proteges are basic skills students. In addition to reading, writing, mathematics and oral communication, they may need to learn many of the "basic skills" that we might ordinarily think college freshmen have already mastered: problem solving, time management, interpersonal communication, and study skills is to bring to the conscious level the thought processes we engage in when solving a problem or deciding what to do in a situation. Being able to talk through a problem or a process can help you to serve as a role model for your students.

The level of interaction mentors have with their proteges varies from student to student. Some may need to help learning where an office or lab is locate; others may need encouragement to take advantage of a college service or to attend a different

class. Remember, one of the characteristics of our student proteges is that they have not received the benefit of attending the Counseling Department's New Student Orientation. They applied too late to be invited. Therefore, we can assume that most of them will not know all they need to know about the quarter system, Cooperative Education, our grading system, student services, financial aid programs, etc. For this reason, proteges are encouraged to attend their Freshman Seminar, read the Catalog and Student Handbook, and ask questions. The Program administrators provided support for each mentor on a continuous and interactive basis, including information on the mentoring experience and general college information (***A Guide for the Mentor***), an information newsletter (***Archemedes' Roost***), peer support groups, and individual evaluation sessions. Through these supports, mentors were privy to the insights and experiences of the mentoring population as a whole, and therefore were able to draw on the collective experience of that population. We did not monitor the number of times a mentor spoke with a student or even require paperwork or documentation of contacts. We advised mentors to keep notes for themselves and to follow up on referrals and other advice. In this way, we tried to be supportive and useful to the mentors, without burdening them with record keeping chores. Our measure of success was to be the retention rate of the proteges.

Results

After the first three quarters of the pilot project from September 1986 through May 1987, the retention rate of the target group increased to the college-wide rate, reflecting an increase of 15 percent. In effect, through mentoring, we made up for the "late start" of these students.

Over 140 mentors were involved in the Program. Some dropped out, others joined mid-stream. Of these, 105 elected to serve as mentors during the second year, joined by 5 new faculty and staff. In their narrative evaluations, mentors commented on their experiences with their students. The relationships they established ranged from the protege who would occasionally "drop by to chat" to the student who said to her mentor, "My friends who are not in college don't understand me. I'm really glad to have you to talk to." Some mentors found jobs for their students, others helped with financial aid problems, still others advised students on Saturdays (by phone from home), at 8:00 A.M. before work, and during the evening after work.

Additional "high risk" target groups under consideration include students returning from suspension (reinstated) and students placed on probation.

It is helpful to remember that there are many positive reasons why students leave College. Many leave because they have transferred to another school. Others leave for better employment opportunities or as part of a realistic career decision. Others, however, leave because of personal or other non-college related problems. Many of these students have said that they would have stayed, but didn't know where to turn for help. It is this group that the program targeted.

Student to Student Approach to Retention

Marilyn Chernin and Angelo D. Pappagallo

In academic institutions across the nation words such as retention and recruitment are being heard by every faculty member and administrator. The reasons for retaining our freshman classes are self-evident with the pool of traditional students dwindling and competition for new students increasing.

From the results of current literature, students involvement in "out of class activities" is a key factor in developing excellence in education and in retaining students (Astin 1984, Julian 1983, Upcraft 11985). From the beginning of higher education in America, college administrators and professors have known that a student's education occurs as a result of what happens both inside and outside of the classroom. At an urban community college, as opposed to a residential institution, there is very little opportunity to influence what occurs outside the classroom unless there is a strong program of campus-wide activities. At Kingsborough Community College, an urban school that is part of the City University of New York, the Department of Student Development has developed such a program.

With the knowledge that retention has to be increased and persistence encouraged and with the knowledge that participation in student activities is helpful in reaching these goals, the following innovative program was developed.

The Program

Contact was established between the Departments of English and Student Development. A liaison was appointed by the English Department to meet and help coordinate various programs with the Student Development Department. In one such program freshman students in remedial English classes were targeted for visitation by student leaders to try to encourage them to participate in campus-wide student activities.

The classes were selected based on the findings of Dr. John Gardner (1987) of the University of South Carolina who stated, "the freshman year is a traditionally difficult time, during or immediately after which half of the students will drop out." Therefore, visitation to these remedial classes was critical for two reasons. Not only were the students at a high risk of academic failure, but they were also at risk of dropping out as entering students in a new and potentially threatening environment.

Visitation of these classes occurred within the first six weeks of the semester to insure an early positive impact. The student-to-student approach was considered the

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key to the success of this innovative endeavor. If students were involved in the promotion of programs, the programs would be better promoted and more likely to be relevant and interesting to other students (Upcraft 1985).

Student leaders were assisted by the Office of Student Life in preparing a brief talk about how their life in school had been enhanced by their involvement in activities. The students were chosen from a pool of students who had either been trained as Peer Advisors or were student government leaders. Government leaders had been part of an intensive orientation program and some had completed or were enrolled in a credit-bearing leadership training class given only to student leaders. Students were cautioned not to talk too long and to be there when the class began. Students were paired with classes and times were confirmed with faculty members. A follow-up note was sent to faculty members to elicit their reaction and opinion of the value of the visit.

In order for the program to move forward certain formalities were observed. The Director of Student Life sent a memo to the teachers of remedial courses to elicit their support. They were asked to allow a student to briefly address their class about his/her own positive experiences in student activities.

Results

Although the project is too new to assess the long-term results in relation to retention, the following positive outcomes were noted:

1. A collaborative program between the Department of Student Development and the English Department strengthened the retention program. Any plan of quality education and retention should involve academic, administrative, and student development areas of the college (Klepper 1987).

2. Faculty become more intimately involved with the concept of the importance of the "out of class" environment. Faculty became interested in the events and this opened the door for future programs. A "common hour " is now being considered. During this time all remedial freshman students would be free to participate in college activites specifically planned for them.

3. Student leaders "get practice" in speaking before groups and become involved in the retention effort of the college. This increases their sense of involvement in the community.

Conclusion

The collaborative effort between the Departments of English and Student Development enabled high risk freshman students to be exposed by the student -to-student approach, to the benefits of campus-wide student activities. Involvement in out-of-

classroom activities was deemed beneficial to students' personal and academic development. It is hoped that helping students to take an active role in student activities will yield high retention dividends for the college.

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New Start: A Program for Students Dismissed from Senior Colleges/ Abstract

Anne Winchell

The author describes a community college program which assists students who have been unsuccessful at senior colleges. The program includes individual counseling to address developmental and motivational as well as academic problems, as seen from a force field analysis perspective.

In the years since its open admissions policy was initiated in 1970, the City University of New York has directed considerable attention to helping students succeed in getting the education they seek. Most efforts have been focused on the underprepared student, but a new program at Kingsborough Community College addresses the needs of another type of student.

To enter the University's senior colleges, applicants must have high school averages of at least 80% or have achieved comparable class ranks or high school equivalency test scores. For many reasons, some students who meet these admission criteria nevertheless accumulate unsatisfactory grade-point averages at senior colleges; after several semesters they are dismissed and usually find it difficult, if not impossible, to be admitted to any other college. Research has shown that academic failure of this type of student is often caused by maturational difficulties or mismatches between colleges and student (Tinto, 1985) rather than by lack of ability, and it has been suggested that community colleges can perform an important function in helping these former senior college students recover (Cope & Hannah, 1975).

Therefore, in September, 1985, Kingsborough initiated its New Start Program in cooperation with a neighboring senior institution, Brooklyn College. Students about to be academically dismissed from Brooklyn College were referred to the program by administrators and counselors at their college. Participants were admitted to Kingsborough in good academic standing and could use up to 30 of their previous credits toward the associate degree; their academic averages from Brooklyn were not carried over into their Kingsborough averages. At the initial orientation sessions, faculty advisors helped them select appropriate courses, and a counselor was assigned to them to monitor their progress and be available to assist them with whatever concerns they presented during the semester.

Compared with the overall community college population, the 63 students who enrolled in New Start during the program's first year turned out to be a surprisingly homogeneous group. Students were an average of 20 years old and had gone directly from high school to college, often, as apparently, as the result of parental insistence

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or peer pressure. (Many stated that deciding to come to Kingsborough was the first education-related choice they had ever made independently.) Some indicated that they had lacked career goals or chosen unsuitable goals; others had found themselves overwhelmed by time-management problems posed by demanding courses and off-campus jobs. In short, they had encountered problems in accomplishing the developmental tasks which college students face (Chickering, 1969).

Individual Counseling

The program's individual counseling component was designed to support the participants' emerging abilities to make independent choices, devise appropriate academic and career plans, and implement their decisions about their priorities in life. Underlying the counseling intervention was the force field analysis model (Anderson, 1985), which involves identifying internal and external forces in a student's life which produce academic failure and targeting support services to counteract them. In this program the students typically saw their counselor three or four times each semester, on an as-needed basis. The initial counseling session with each student included discussing his or her impressions of what had gone wrong at the previous college and identifying (sometimes in contract form) what needed to be worked on to make the new experience more successful. Subsequent sessions typically involved career exploration (with particular attention to integrating interests, abilities, and values), clarification of academic plans, discussion of personal or interpersonal issues (e.g., fear of success, fear of parental disapproval), referral to academic support services, and assistance with transferring to senior colleges.

Outcomes

These students' high level of motivation quickly became apparent. An observer who visited the college and met many of them noted that they seem to be "acutely aware that Kingsborough....is probably their last chance at higher education, (so) most New Start students are exceptionally ambitious, taking their work very seriously and attaining high marks" (Greene, 1986, p. 32). By the end of the first year, more than one fourth of the group had cumulative grade point averages of B (3.00) or above, and all but five were still in good academic standing (Winchell, 1986). For the program's second year, two additional City University senior colleges, Queens College and College of Staten Island, joined the program. By the end of the second year, of the total of 240 students who had participated in the program, 80.5% — 193 students who otherwise would not have been able to continue in college — either had earned college degrees or were still actively working toward them, and, again, over one fourth of the total group had grade point averages of 3.00 or above. (Winchell, 1987)

For the program's third year, the following City University and State University units were added to the participating senior colleges: Baruch College, Hunter College, John Jay College of Criminal Justice, Lehman College, and SUNY Maritime

College. A longitudinal follow-up study is being conducted to trace the progress of New Start graduates and determine factors involved in their success.

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ESL Academic Support Center

Isabella Caruso

The concept for an ESL Academic Support Center arose from the close working partnership formed by the Department of Student Development (Counseling) with the ESL faculty members. For years, Instructor Mel Baron and myself, ESL Program Director Isabella Caruso, offered pre-registration conferences for incoming ESL students.We tried to help them feel they were part of a smaller college community prior to entering KCC.

Once the semester got into full swing, time did not permit attention to their needs as we would have liked. The time to spend with these students was eventually made possible with a VEA grant. With this grant the ESL Academy was established in the Fall of 1985. From its conception, the Center has continued to work in tandem with the Department of Student Development in seeking to meet our mutual mandate: that of increasing student retention. To that end, incoming ESL students are programmed into specially scheduled sections of the Department's Student Development courses taught by Counselors. The courses: (SD 10 College Survival Techniques and SD11 Career Development) are planned so that they coordinate with the scheduling of ESL speech courses.

The role of ESL advisors in the Center is multifold. To begin with, an informal atmosphere is maintained to encourage students to stop by. Students don't have to have BIG WORRIES; small problems and questions are definitely in order and we find that the students do take us up on that invitation.

A team approach is emphasized. While students tend to form a closer bond with one particular professional, another one can easily step in to resolve a particular situation. The major aim is to provide a kind of "family style" structure of support for our students in assisting them to negotiate their way through what often seems at first an incomprehensible system.

At least once a semester, teachers and counselors, usually in teams, meet with every class in the program during their regularly scheduled Lab time. This is a continuing effort to inform students of what the college expects of them and what they have the right to expect from the college in the way of tutorial and other campus services. Students are encouraged to overcome their hesitancy to speak to classroom instructors when they are unsure of information, what is expected of them, or where they stand in regard to their academic performance.

An informed student is more likely to be a successful student. Communicating

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knowledge to them about the American college-system and, in particular,about the specific requirements of the C.U.N.Y. system, our college, and English Department is stressed.

Advisors seek out students who may have problems by means of: (1) contacting ESL classroom instructors; (2) an information sheet (used at pre-registration) for incoming students; (3) a questionnaire which is administered at the time of our ESL lab visits; and,(4) inviting students to respond to questions that alert us to personal or academic difficulties.

To highlight a number of points noted previously and to present several others in brief, the following list of our priorities and services is provided:

1. ACADEMIC ADVISEMENT. Pre-registration conferences for incoming students are continued to be offered. It is policy to reach out to new students by mail and by telephone. It is our experience that ESL students are strongly encouraged and appreciate the personal contact. Pre-registration and on-going advisement throughout the semester for all students currently enrolled are provided. Class visits to emphasize the importance of academic progress/evaluation take place at midterm.

2. INFORMALITY. Students may visit just to touch base. It is requested that appointments be made in addition to prescribed contacts, even if to socialize (clubs, career days, guest lecturers, etc.).

3. TEAM APPROACH. Advisors confer with one another on individual students and work together helping to resolve an individual student's problems. Some of the staff have chosen to specialize in certain areas; for example, interviewing a student for possible referral to Health Services, preparing an evaluation to the Center for Learning Disabilities, or assisting a student with unusual difficulties in obtaining financial aid.

4. OUTREACH TO DEPARTMENTS AND SERVICES ON CAMPUS. In addition to on-point communication with fellow members of the English Department, the Department of Student Development, Speech & Theatre and the English Skills Center, we also communicate with the Office of Health Services, the Center for Learning Disabilities, and the Office of Student Life. Under the sponsorship of the Center, and in cooperation with the Office of Career Counseling and Placement, ESL instructors conduct workshops on resume writing, and the acquisition of other business-related skills.

5. COMMUNICATION VIA NEWSLETTER. The Center publishes a newsletter, ***ESL LINKS***, which appears on a regular basis. It features student writing, interviews with students, information about Center events and services, and articles of general interest to ESL students.

6. SEMESTER SOCIAL. In the fall, the Center sponsors "A Taste of Thanksgiving," and in the spring "May Festival," providing the opportunity for students, tutors, and faculty to meet informally, socialize, and just enjoy food and music together.

Finally, ESL Advisors and Counselors operate from a special vantage point in that we are also ESL instructors. In our sensitivity to cross-cultural differences and our awareness of how language fluency impacts in myriad ways on a student's academic

CONFERENCES & WORKSHOPS

American Orthopsychiatric Association, March 31-April 4, 1989. New York Hilton. Theme: "Changing Families, Changing Responses: Reorienting Services and Programs." Contact Terri Thal, (212) 354-5770.

Tenth Jungian Winter Seminar in Switzerland, January 1-14, 1989. A two-week intensive seminar, in English, on varied aspects of analytical psycholgy. Contact: Dr. Vincen deGregorio, Jungian Winter Seminars, 5 Essex Square, Box 337-P, Essex CT 06426, or call (203) 767-3112 or (800) 544-3110.

American Psychological Association, August 11-15, 1989, New Orleans. National Meeting. Write to APA Convention Office, 1200 Seventh St., N.W., Washington, D.C. 20036.

Eastern Psychological Association, March 30-April 2, 1989, Boston Marriott Copley Place, Boston, MA. Regional Meeting. Write to Murray Benimoff, Department of Psychology, Glassboro State College, Glassboro, N.J. 08028.

New York Neuropsychology Group, December 14, 1988, NYU Medical Center, NYC "Memory and Aging."Ellen Grober, Ph.D. Contact F. Frank LeFever, Ph.D. (914) 947-3000.

U.S. Psychiatric and Mental Health Congress, December 2-4, 1988. New York Hilton. Contact U.S. Psychiatric and Mental Health Congress, 200 Connecticut Ave., Norwalk, CT 06856-4990.

Commentary

THE BATTLE BETWEEN ESL INSTRUCTION AND BILINGUAL EDUCATION

Richard Graf

In last fall's election, the State of California passed a proposition which declared that English is the official language of the State of California. In all, a dozen states have already approved similar statements and the legislatures of a majority of our fifty states are ready to prepare similar if not identical bills.

Behind these official pronouncements is to be found a conflict in linguistic and educational philosophy, i.e. English as a Second Language belief as opposed to Bilingual Belief. Are we as a nation to accept the precept of the "melting pot" (so "sacrosanct" in the past) or shall we substitute the values of the multi-lingual/multi-cultural approach?

E.S.L. instruction proclaims that all instruction from kindergarten (or earlier) up to and including graduate school be in English only. Bilingual instruction is predicated upon the assumption that students for whom English is not their native language be taught in that native language until they become competent enough in that tongue of the new land to benefit from English.

Advocates of Bilingual Education stress, stressed and continue to stress that students whose facility in English is minimal at best will fail to learn geography, history, math or any other content area in English simply because they do NOT know English. They categorically state that we who were born into English would certainly be unable to understand a word in classroom instruction or textbook content in Tagalog or Bantu — however simple the material — unless and until we were ready for such comprehension. To think or believe otherwise would be unwise — and a waste of time, energy, effort — on the part of the learner and of the instructor.

Advocates of E.S.L. instruction firmly believe that in-depth immersion programs in English are a necessity. Have prospective students settling here from lands where English is NOT the native tongue take ESL Reading, Writing and Conversation courses prior to admission to school or college or university. The money and instructional staff which would be directed toward Bilingual Education would be used for this immersion. Such in-depth courses could and should be made available

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to the adult population who do not expect to enter formal education at the moment.

ESL advocates feel that the "melting pot" concept is not a superannuated belief. They contend that if Bilingual Education is studied throughout our nation, it is found that such programs are available mostly for languages which have a preponderance of individuals in a particular area fluent in that or those languages. Thus, Scandinavian tongues may provide bi-lingual/bi-cultural instructional support to newly arrived settlers in Minnesota — but nowhere else in our country. What about the Spanish, Chinese (Cantonese), Italian or Russian new-comers in that state? Since their number(s) are relatively few, it is "economically unfeasible" to offer bi-lingual education for them. What usually occurs? These non-majority students within the "minority" population are offered E.S.L. If E.S.L. is so "injurious" why is it offered?

Bilingual advocates contend that the purpose of Bilingual Education is to "go out of business" as rapidly as possible. That is, as soon as a particular person — whatever the age or level of the educational ladder — is ready for instruction in English, the transfer to the English-only sector is effectuated. But, in the interim, are we to deny students the possibility of learning content so necessary in our complex and complicated society and civilization because a chance happening — birth in a non-English speaking nation — cannot keep up with their "Anglo" peers? Why punish them? The theories of psychology or physics or hygiene are the same whatever the transmittal language happens to be.

The above arguments were put forward to me in California where I attended two conferences: Conference on Critical Thinking and the Conference of the American Association of Teachers of French. I also had a long discussion with the supervisor of Bilingual Education at the campus of The State University of California at Los Angeles.

Having been taught to think critically, I now can reduce all statements to the absolute truth — or as is stated in Latin — "reductio ad absurdum". Californians fear that the passage of the initiative last fall will result in all-English menus, the discharge of translators and interpreters in judicial matters and the change of place names to their English equivalents — such as "La Mesa" to "The Table". What tourist would want to take a vacation in an area known as "The Table"?

To make matters worse, according to the proponents of Bilingual Education, the Governor of California recently vetoed the Bilingual Education bill submitted for his signature. As if such happenings were not earth-shaking enough, prior to my return to New York, all of us — believers in E.S.L. or Bilingual Education — were shaken to the core (of the earth) when an earthquake measuring 5.5 on the Richter Scale hit near Eureka. I wonder to what English equivalent this word of foreign origin will be changed.

We wish to acknowledge the continued support and friendship of

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